STATE UNIVERSITY OF IOWA

FOLLOW-UP STUDY OF NORTH SCOTT HIGH SCHOOL GRADUATES FOR THE YEARS

1959

A FIELD SERVICE PROJECT SUBMITTED TO PROFESSOR L.A. VAN DYKE OF THE COLLEGE OF EDUCATION AS A PARTIAL FULFILLMENT FOR THE MASTER'S DEGREE IN SECONDARY ADMINISTRATION

COLLEGE OF EDUCATION

BY

HOWARD B . SIBLE

LONG GROVE, IOWA

MAY 25, 1962

TABLE OF CONTENTS

INTRODUCTION . . . . . (ii)

ADDENDUM NO. 1

FORM LETTER SENT TO GRADUATES

ADDENDUM NO. 2

QUESTIONNAIRE SENT TO GRADUATES

SCHOLASTIC RANK OF GRADUATES ANSWERING QUESTIONNAIRE 1

PRESENT ADDRESS 2

SEX 3

MARITAL STATUS 3

EMPLOYMENT 4

WHAT IS YOUR WORK? WHAT OCCUPATION DO YOU HOPE TO FOLLOW? . . 4-5

HOW DID YOU OBTAIN YOUR JOB? 5-6

TO WHAT EXTENT IS YOUR PRESENT JOB LIKE THE TYPE OF WORK YOU THOUGHT YOU WOULD FOLLOW UPON GRADUATION? 6

WHAT PART OF YOUR HIGH SCHOOL EDUCATION HELPED YOU MOST IN YOUR PRESENT POSITION? 7-8

TO WHAT EXTENT HAS THE COUNSELING YOU RECEIVED IN HIGH SCHOOL BEEN HELPFUL TO YOU? 9

DO YOU FEEL THAT MORE HELP IN THE AREAS OF GUIDANCE WOULD HAVE BEEN OF BENEFIT TO YOU? 10

TEN IMPERATIVE NEEDS OF YOUTH 11-12

WHICH WAS THE MOST DIFFICULT PROBLEM YOU HAVE HAD TO MEET SINCE GRADUATING FROM HIGH SCHOOL? 13

WHAT CHANGES IN COURSES TAUGHT IN THE HIGH SCHOOL DO YOU FEEL WOULD HELP THE SCHOOL BETTER PREPARE ITS STUDENTS? 14

EXTRA-CURRICULAR ACTIVITIES PARTICIPATED IN 14-15

DO YOU FEEL THAT THE TIME AND ENERGY YOU SPENT ON EXTRA-CURRICULAR ACTIVITIES WAS WELL-SPENT? 15

WHAT SUGGESTIONS FOR CHANGES OR ADDITIONS TO THE SCHOOL ACTIVITY PROGRAM DO YOU HAVE? 15

SCHOOLS ATTENDED SINCE HIGH SCHOOL 16-17

HOW WELL DO YOU BELIEVE YOU WERE PREPARED FOR THE INSTITUTION YOU ATTENDED? 17

AS YOU ALL KNOW, YOUR GRADUATING CLASS WAS THE FIRST AT NORTH SCOTT HIGH SCHOOL. DO YOU THINK BEING FORCED TO TRANSFER TO A NEW SCHOOL FOR YOUR SENIOR YEAR HAD ANY EFFECT ON YOUR EDUCATIONAL OPPORTUNITIES? 17

RECREATIONAL INTERESTS OF THE GRADUATES 18-22

WHAT QUALITIES DID YOUR OUTSTANDING TEACHERS POSSESS WHICH MADE THEM MOST HELPFUL TO YOU? 23

INTRODUCTION

The general purpose of this study is to consolidate information provided by the graduates returning questionnaires. This composite student opinion of high school experience and curricula will be made available to those responsible for the improvement of the secondary program in the hope it may prove a useful tool to them.

FOLLOW-UP STUDY OF NORTH SCOTT HIGH SCHOOL GRADUATES

Questionnaires were sent out on March 1, 1962 to all members of the graduating class of 1959.

The deadline for questionnaires was April 15, 1962. One questionnaire was returned after this date. One questionnaire had to be discarded because it was filled out by the graduate's parents.

After approximately two weeks the responses stopped coming in. At that time 46 percent were returned. At this point a second mailing was made with a large PLEASE written in red ink across the letter. This second mailing resulted in another 19 percent return totaling to 65 percent return for the study. This percentage was felt to be large enough to make the study valid.

The questionnaire with the exception of a few changes is identical with the one used by Burlington High School.

Teachers of North Scott High School were asked for suggestions to include in the questionnaire. None were suggested that were not already covered by the form. It was decided , however, by Mr. Heiler (High School Principal), Mr. Anderson (Guidance Director) and myself that a few changes were necessary. Question number 18, which dealt with voting, was deleted. Few, if any, of our graduates are of voting age. In its place we added the present question 18 which deals with the unique problem of all students of a senior class being "transfer" students.

A total of 63 questionnaires were sent out. Forty-one or 65% were returned.

In Stating the primary purposes of this study I quote the Life Adjustment Education Commission.

1. To help the school determine, in a measure, if the achievement of the graduates are due in part to their school training.
2. To help the school to assess the effectiveness, desirability and fitness of course offerings.
3. To assist teachers to judge the effectiveness of their teaching and supervision.
4. To determine the graduate's marital status.
5. To determine the graduate's employment status.
6. To learn how they obtained jobs.
7. To obtain the opinions of graduates as to what parts of the high school experience helped most.
8. To secure the opinions of the graduates about the helpfulness of counseling they received.
9. To determine to what extent school experience seemed to help in meeting the imperative needs of youth.
10. To survey the most frequent problems which the graduates had to face.
11. To determine the extent to which these graduates participated in the community.
12. To determine their recreational interests.
13. To determine what qualities their outstanding teachers had.
14. To determine the extent to which these graduates are willing to answer a follow-up questionnaire.

SCHOLASTIC RANKING BY QUARTILES OF THOSE WHO RETURNED QUESTIONNAIRES

	Boys	%	Girls	%	Total	%
First Quartile	3	17.6	11	25.8	14	34.1
Second Quartile	5	29.4	6	25	11	26.8
Third Quartile	5	29.4	4	16.7	9	22
Fourth Quartile	4	23.5	3	12.5	7	17.1

We were happily surprised to find that those in the lower half of the class (scholastically speaking) returned 40 percent of the total study.

A closer look at the figures however indicates that the boys in the 4th quartile returned a larger percentage than those in the first. The girls on the other hand, were more eager to respond if they were in the first quartile.

We feel that the over all percentages are good.

FOLLOW-UP STUDY OF 1959 NORTH SCOTT HIGH SCHOOL GRADUATES

QUESTION NO. 1

NAME OF GRADUATE

QUESTION NO. 2

PRESENT ADDRESS

	Boys	%	Girls	%	Total	%
Local	12	70.6	16	66.7	28	68.3
Within State	2	11.8	6	25	8	19.5
Outside State			2	8.3	2	4.9
Armed Forces	3	17.6			3	7.3

The graduates of this class are obviously sticking pretty close to home. There are two main reasons for this. First of all many of the boys are from farm families and are working at home. In addition, the nearness of the Quint-Cities and the diversification of employment offered is a positive factor. As will be noted only 4.9% have left the state other than those who are in the Armed Forces.

QUESTION NO. 3

SEX

Boys	%	Girls	%	Total
17	41	24	59	41

QUESTION NO. 4

Marital Status

	Boys	%	Girls	%	Total	%
Single	13	76.5	12	50	25	61
Married	4	23.5	11	45.8	15	36.6
Widowed	0	0	0	0	0	0
Divorced	0	0	1	4.2	1	2.4
Separated	0	0	0	0	0	0

Only 36.6% of this class has married. This may be explained by two factors. First of all they have been out of school for only three years. Secondly and part of the first reason, 19% are still enrolled in college and 7.3% are in the armed forces.

QUESTION NO. 5

Employment

	Boys	%	Girls	%	Total	%
Employed full-time	11	64.7	11	45.8	22	53.7
Employed part-time	2	11.8	0	0	2	4.9
Unemployed-seeking work	0	0	0	0	0	0
Armed services	3	17.6	0	0	3	7.3
Housewife	0	0	6	25	6	14.6
School full-time	1	5.9	7	29.2	8	19.5

Employment appears to be no problem for these graduates. However, employment figures are very high at this time.

QUESTIONS NO. 6 and 12

What is your work? What occupation do you hope to follow?

	Boys	%	Girls	%	Total	%
Same	5	29.4	16	66.7	21	51.2
Not the same	9	52.9	7	29.2	16	39
No reply	3	17.6	1	4.2	4	9.8

QUESTIONS NO. 6 and 12

Over 50 percent of the boys indecated they want to change the type of work they are now doing. This percentage is close to the results of question 8 that shows 53 percent either had no definite choice of occupation or the work is not related to what they wanted to do. No real evidence is present to indicate what the causes of this are.

The girls seem much happier in their present jobs. Most are either housewives or in school. Most of those who want a change indicate marriage as the change; this of course is the natural feminine role.

QUESTION NO. 7

If you are employed for wages, how did you obtain your job?

Through:	Boys	%	Girls	%	Total	%
Family	2	11.8	1	4.2	3	7.3
Friend	2	11.8	2	8.3	4	9.8
Employment agency	1	5.9	2	8.3	3	7.3
High School Staff	0	0	0	0	0	0
Newspaper	0	9	1	4.2	1	2.4
Found it myself	8	47.1	8	33.3	16	39

Did not respond: 14

QUESTION NO. 7

There seems to be a lack of procedures for aiding the graduate to final employment in the area that best meets his potentials. Of those answering the question (34.1% did not) 39 percent found their own job. As all are employed it would appear that little difficulty was experienced, hence the school was not relied upon for aid.

QUESTION NO. 8

TO WHAT EXTENT IS YOUR PRESENT JOB LIKE THE TYPE OF WORK YOU THOUGHT YOU WOULD FOLLOW WHEN YOU LEFT HIGH SCHOOL?

	Boys	%	Girls	%	Total	%
Did not have definite choice	3	17.6	3	12.5	6	14.6
Not related	6	35.3	3	12.5	9	22
Closely related	3	17.6	7	29.2	10	24.4
Type of work I wanted	2	11.8	9	37.5	11	26.8

Did not respond: 5

Over one-third of the boys reported that their present job was not related to the type of work they thought they would follow upon graduating from high school. This may be of significance in the light that 47 percent reported that there was little or no councseling of value.

The percentages on Question number 11 also indicate that more help in the three areas of guidance mentioned were much needed.

QUESTION NO. 9

WHAT PART OF YOUR HIGH SCHOOL EDUCATION HELPED YOU MOST IN YOUR PRESENT POSITION?

	Boys	%	Girls	%	Total	%
Required studies	12	70.6	13	54.2	Did not figure	
Elective studies	14	82.4	17	70.8	"	
Extra Curricular Activities	4	23.5	9	37.5	"	

Did not respond: 6

The boys felt a definite benefit from those subjects which were elective. A good majority of the subjects were vocational in nature.

In the case of girls their feeling toward elective subjects is similarly high in recognizing the vocational aspects and home management preparations.

Many of the graduates, 23.5 percent of the girls and 37.5 percent of the boys, seem to realize the benefits derived from participating in the extra-curricular activity program. Of all those who participated only one felt it had no value.

The question is worded so that there was some confusion as to check one or more of the answers. I therefore have not given total percentages.

The restrictive wording I feel should be changed so that those in the study can answer more than just <u>the</u> most important. I'm sure many realize the value of all three areas and find it hard to make a definite choice as to which was of the <u>most</u> value.

QUESTION NO. 9

WHAT PART OF YOUR HIGH SCHOOL EDUCATION HELPED YOU MOST IN YOUR PRESENT POSITION?

REQUIRED

	BOYS	%	GIRLS	%
Speech	3	17.6	8	33.3
Science	0	0	2	8.3
Civics	2	11.8	6	25
Math	3	17.6	5	20.8
English	2	11.8	6	25

ELECTIVE

Math	2	11.8	1	4.2
Bookkeeping	1	5.9	7	29.2
Typing	2	11.8	13	54.2
Sec. Practice	1	5.9	5	20.8
Shorthand	0	0	5	20.8
Speech	1	5.9	1	4.2
Shop	5	29.4	0	0
Voc. Agriculture	1	5.9	0	0
Auto Mechanics	2	11.8	0	0
Chemistry	1	5.9	0	0
Physics	3	17.6	0	0
English IV	0	0	2	8.3
Journalism	0	0	2	8.3
Home Economics	0	0	1	4.2

EXTRA-CURRICULAR

Speech	0	0	6	25.0
Vocational	0	0	3	12.5
Class Officers	1	5.9	2	8.3
Bus Driver	1	5.9	0	0
Publications	0	0	2	8.3
Drama	0	0	1	4.2
Sports	0	0	2	8.3

QUESTION NO. 10

TO WHAT EXTENT HAS THE COUNSELING YOU RECEIVED IN HIGH SCHOOL BEEN HELPFUL TO YOU?

	Boys	%	Girls	%	Total	%
Extremely helpful	2	11.8	2	8.3	4	9.8
Some help	6	35.3	15	62.5	21	51.2
Very little help	4	23.5	3	12.5	7	17.1
Not helpful at all	2	11.8	2	8.3	4	9.8
Had none	3	17.6	2	8.3	5	12.2

Did not respond: 0

While it is significant that 61 percent did benefit by the counseling program, it is likewise significant that 39 percent found it of little value or had none at all.

The latter fact is easily understandable from the standpoint that 1959 was the first year of operation for the school. The job of straightening out records and establishing the program was a major one and the fact that 61 percent did benefit is quite an accomplishment. It must be remembered that all of these students attended other schools for grades 9 through 11.

QUESTION NO. 11

DO YOU FEEL THAT MORE HELP IN THE FOLLOWING AREAS OF GUIDANCE WOULD HAVE BEEN OF BENEFIT TO YOU?

		Boys	%	Girls	%	Total	%
Vocational Guidance	Yes	13	76.5	14	58.3	27	65.9
	No	2	11.8	7	29.2	9	22
Educational Guidance	Yes	10	58.8	14	58.3	24	58.5
	No	5	29.4	8	33.3	13	31.7
Personal Counseling	Yes	10	58.8	12	50	22	53.7
	No	6	35.3	9	37.5	15	36.6

All the percentages would seem to indicate an uncertainty as to goals and how to achieve them. The boys show a particular degree of uncertainty in the area of vocational choice.

All percentages are high and indicate a great deal more can to done in these areas. The "what" is a question for the guidance director and his assistant and the administration.

QUESTION NO. 12

See Question No. 6

QUESTION NO. 13

	LITTLE						SOME						MUCH					
	B	%	G	%	Total	%	B	%	G	%	Total	%	B	%	G	%	Total	%
In development of saleable skills	4	23.5	4	16.7	8	19.5	11	64.7	13	54.2	24	58.5	2	11.8	6	25	8	19.5
In developing and maintaining your health	4	23.5	3	12.5	7	17.1	14	42.4	12	50	26	63.4	5	29.4	3	12.5	8	19.5
Civic and world affairs	2	11.8	1	4.2	3	7.3	8	47.1	13	54.2	21	51.2	6	35.3	10	41.7	16	39
Marriage and family relationships	6	35.3	6	25	12	29.3	9	52.9	13	54.2	22	53.7	1	5.9	5	20.8	6	14.6
Economic competency (Handling money)	9	52.9	7	29.2	16	39	9	52.9	8	33.3	17	41.5	0	0	6	25	6	14.6
How to "keep up" in a scientific world	5	29.4	9	37.5	14	34.1	9	52.9	8	33.3	17	41.5	2	11.8	2	8.3	4	9.8
Appreciation of the beauty in music, art, literature and nature	6	35.3	5	20.8	11	26.8	8	47.1	12	50	20	48.8	2	11.8	6	25	8	19.5
Intelligent use of leisure time	6	35.3	4	16.7	10	24.4	7	41.2	12	50	19	46.3	4	23.5	7	29.2	11	26.8
Getting along with others	1	5.9	1	4.2	2	4.9	5	29.4	5	20.8	10	24.4	10	58.8	18	75	28	68.3
Self-expression through speech and writing	2	11.8	1	4.2	3	7.3	6	35.3	4	16.7	10	24.4	9	52.9	18	75	27	65.9

QUESTION NO. 13

Marriage and family relations (29%), economic competency (39%), how to keep up in a scientific world (34%) and the arts (26.8%) appear to be the weak links as far as meeting the imperative needs of young people.

The boys expressed an extremely large problem in handling money, 52.9%. The girls lower percentage, 29.2% is probably natural, in that boys are the "natural providers".

No area showed a complete lack of student understanding. The lowes and percentage for "much" help was in economic competency.

The class of 1959 seems well adjusted to the social world; 68.3 percent felt they had "much"information for getting along with others and 65.9 percent said the same for their abilities of self-expression through speech and writing.

QUESTION NO. 14

WHICH WAS THE MOST DIFFICULT PROBLEM YOU HAD TO MEET SINCE GRADUATING FROM HIGH SCHOOL?

	Boys	%	Girls	%	Total	%
Holding a job	3	17.6	1	4.2	4	9.8
Making friends	0	0	0	0	0	0
Military service	5	29.4	0	0	5	12.2
Boy-girl relationships	1	5.9	0	0	1	2.4
Adjusting to marriage	2	11.8	2	8.3	4	9.8
Further education	4	23.5	7	29.2	11	26.8
Moral and spiritual	1	5.9	0	0	1	2.4
No answer	1	5.9	13	54.2	14	34.1

The immediate needs of the boys following graduation appear to be the problem of further education and/or military service. This would suggest that counseling should be directed towards post high school educational opportunities and military requirements and opportunities.

The girls seem to share the same problem as the boys with regard to post high school educational decisions.

There were no other significantly large percentages.

QUESTION NO. 15

WHAT CHANGES IN COURSES TAUGHT IN THE HIGH SCHOOL DO YOU FEEL WOULD HELP THE SCHOOL BETTER PREPARE ITS STUDENTS?

Math	4.9%
English	24.4
Facts of Life	17.1
Speech	4.9
College Prep.	0
Sciences	7.3
Foreign Language	12.2
Business	7.3
Heavier Load	2.4
Art	2.4

The study suggests that some attention should be given the program of study in the field of English.

Those who have attended college have felt a greater need in some of the skills such as writing, study habits and research work.

Facts of life included such things as child care, practical psychology and finances.

QUESTION NO. 16

16 a. IN WHAT EXTRA-CURRICULAR ACTIVITIES DID YOU PARTICIPATE WHILE IN HIGH SCHOOL?

Boys			Girls		
1. Sports	9	52.9%	1. Sports	6	25%
2. Clubs	6	35.3	2. Clubs	12	50
3. Drama	1	5.9	3. Drama	7	29.2
4. Music	3	17.6	4. Music	7	29.2
5. Speech	2	11.8	5. Speech	10	41.7
6. Publications	1	5.9	6. Publications	5	20.8

QUESTION NO. 16

Sports led all other activities as being the most popular with the boys while the girls enjoyed clubs and speech. Drama and music were also rated high by the girls. Second in popularity for the boys was clubs.

The program as a whole reached a large percentage of the students, but it is also evident that there is room for expansion of the present program and perhaps a more concentrated effort of encouragement toward participation in the existing activities.

QUESTION NO. 16-B

DO YOU FEEL THAT THE TIME AND ENERGY YOU SPENT ON EXTRA-CURRICULAR ACTIVITIES WAS WELL SPENT?

	Boys	%	Girls	%	Total	%
Yes	11	64.7	20	83.3	31	75.6
No	0	0	1	4.2	1	2.4
Non- Part.	6	35.3	3	12.5	9	22

QUESTION NO. 16-C

WHAT SUGGESTIONS FOR CHANGES OR ADDITIONS TO THE SCHOOL ACTIVITY PROGRAM DO YOU HAVE?

The most often mentioned suggestions were more sports for girls and a bus after school for all activities, not just for sports. Some were fairly bitter on this last point.

Other suggestions included more clubs, a swimming pool, an additional speech course, more sports for girls, tougher absentee policy, intra-murals and closer pupil-teacher contact.

QUESTION NO. 17

HAVE YOU ATTENDED ANY OF THE FOLLOWING TYPES OF SCHOOLS SINCE HIGH SCHOOL?

	Boys	%	Girls	%	Total	%
a. College	3	17.6	6	25	9	22
b. Business	0	0	4	16.7	4	9.8
c. Trade or Tech.	1	5.9	1	4.2	2	4.9
d. Nurses Training	0	0	1	4.2	1	2.4

Twenty-two percent reported having attended college. This percent is low and can in part be explained by the fact that the region is highly rural and a number of boys stay "on the farm".

17-A

	Boys	%	Girls	%	Total	%
College Grads.	0	0	2	8.3	2	4.9
Still in School	2	11.8	6	25	8	19.5
Attended less than 2 years	2	11.8	6	25	8	19.5

QUESTION NO. 17-F

HOW WELL DO YOU BELIEVE YOU WERE PREPARED FOR THE INSTITUTION YOU ATTENDED?

	Boys	%	Girls	%	Total	%
Well	1	5.9	3	12.5	4	9.8
Fairly well	3	17.6	8	33.3	11	26.8
Poorly	1	5.9	2	8.3	3	7.3
No response	11	64.7	11	45.8	22	53.7

QUESTION NO. 18

AS YOU ALL KNOW, YOUR GRADUATING CLASS WAS THE FIRST AT NORTH SCOTT HIGH SCHOOL. DO YOU THINK BEING FORCED TO TRANSFER TO A NEW SCHOOL FOR YOUR SENIOR YEAR HAD ANY EFFECT ON YOUR EDUCATIONAL OPPORTUNITIES?

	Boys	%	Girls	%	Total	%
Yes	5	29.4	15	62.5	20	48.8
No	12	70.6	9	37.5	19	46.3

Of the 48.8 percent answering yes, the following reasons were given:

Good	Adverse
1. Stricter course of planning	1. Poorer curricular offerings
2. Better curricular offerings	2. Used to methods of old school
3. Unusual opportunity to open a new school	3. Forced to take differenct required subjects
4. More opportunities for participation in extra-curricular activities.	4. Carried heavier load
5. Teachers had more time to work with individual students	5. Less counseling

The answers to this question are split almost 50-50. This is understandable in the light that many students came from small schools and an equal number came from larger schools.

QUESTION NO. 19

RECREATIONAL INTERESTS OF THE GRADUATES

19 a. OF THOSE ACTIVELY ENGAGED IN SPORTS, THE GREATER MAJORITY PARTICIPATED IN -

Boys		Girls	
1. Fishing	2	1. Croquet	1
2. Hunting	2	2. Bowling	11
3. Basketball	3	3. Skating	1
4. Sking	1	4. Swimming	7
5. Skating	1	5. Baseball	1
6. Swimming	4	6. Dancing	1
7. Baseball	5	7. Tennis	2
8. Bowling	2	8. Golf	1
9. Volleyball	1		
10. Car Racing	1		
11. Skin Diving	1		

19b. OF THOSE WATCHING SPORTS -

Boys		Girls	
1. Football	10	1. Football	12
2. Basketball	7	2. Basketball	10
3. Baseball	5	3. Baseball	5
4. Track	0	4. Track	1
5. Auto Races	0	5. Auto Races	1
6. Wrestling	0	6. Wrestling	1

The number of individual sports listed suggest that more emphasis should probably be given to given to recreational activities which can be enjoyed on an individual basis.

Because of limitations of the school time it would be difficult to include many recreational interests within a school curriculum, as a result interested groups could be promoted to meet at an established time, such as a club group.

QUESTION NO. 19 C-1

MAGAZINES:

AMONG THE TOP TEN MAGAZINES REPORTED BY BOTH SEXES WERE:

1.	Post	12	6.	Ladies Home Journal	4
2.	Life	10	7.	Sports	4
3.	Look	9	8.	Parents	3
4.	Reader's Dig.	7	9.	Farm	3
5.	McCall's	5	10.	Science	3

Since time appears to be at a premium in the lives of many, a picture-news type of periodical evidently gives greater satisfaction in relationship to the time needed to view it.

QUESTION NO. 19 C-2

NEWSPAPERS:

11 Boys - 74%

38 Girls - 82%

Did not respond: 10 - 23%

Newspapers, no doubt, are the most popular medium for communications of news and probably the great advantage they hold is the fact that the news is current. Modern newspapers also have articles that appeal to just about every kind of person.

QUESTION NO. 19 C-3

BOOKS

Number read by boys - 13

Number of boys reading books - 4 - 23%

Number read by girls - 79

Number of girls reading books - 12 - 50%

Twenty-three percent of the group responding (boys) are book readers and of this percentage very few books are read by them. One conclusion to be drawn is probably the fact that other forms of entertainment and satisfaction such as TV have become common.

A much larger percentage (50%) of the girls reported reading books during the last year, and the total number read was a far larger number. One girl reported reading 30 books.

Possibly the difference in number of books read can be attributed to the fact women can find time between household chores to read a chapter or two of some book.

QUESTION NO. 19-D

WATCH TELEVISION

Boys	Girls
1. Perry Mason	1. Ben Casey
2. Bonanza	2. Route 66
3. Ben Casey	
4. Route 66	
5. Athletics	

1.	Drama	10
2.	Western	10
3.	Mysteries	6
4.	Comedies	5
5.	Education	4
6.	Music	3
7.	Varieties	2

Boys - 70.6% Girls - 70.7%

There doesn't appear to be much evidence of preference for the informational or educational type of program. Athletic programs appealed primarily to the boys.

SUMMARY OF ADDITIONAL RECREATIONAL INTERESTS

	Boys	%	Girls	%	Total	%
E. Go to movies	12	70.6	20	83.3	32	78
F. Go to dances	9	52.9	21	87.5	30	73.2
G. Handicrafts (do it yourself projects)	3	17.6	7	29.2	10	24.4
H. Gardening	3	17.6	6	25	9	22

It is quite evident that girls participate in active recreational interests while boys have a tendency to be non-participants. This condition probably exists because women find more available time during the day for participating in activities and crafts.

Interest fields in music included: playing the organ (3), playing piano (3), attending concerts and listening to records. Many did the latter.

OTHER ACTIVITIES: -- for boys, working on autos, attending church, hunting, and fishing.

for girls, sewing, entertaining guests, playing cards, and writing.

QUESTION NO. 20

WHAT QUALITIES DID YOUR OUTSTANDING TEACHERS POSSESS WHICH MADE THEM MOST HELPFUL TO YOU?

	Total	%
Method of Presentation	3	7.3
Understanding	10	24.7
Personal Guidance	3	7.3
Knowledge of Subject	4	9.8
Patience	4	9.8
Genuine Interest	9	22
Friendly	4	9.8
Youth	7	17.1
Personality	4	9.8
Sense of Humor	3	7.3

Other factors mentioned were: Cheerfulness, control, perserverance, flexibility, and neatness.

It is quite clear that the two most desired qualities in good teachers for this class are understanding (24%) and genuine interest (22%).

Very close to these was youth (17.1%). A number of students said, in essense, that they felt the teachers were young enough to "remember" the problems of young people and how young people think.

A curriculum study committee has been invited by the administration. This group consists of lay people as well as school staff members. The results of this study as well as studies of the other two graduating classes of North Scott will be utilized by this group.

It is sincerely hoped that this study will be of some value.